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ABSTRACT

This document is written to describe a model which will enable teachers to incorporate values clarification and moral development within content-centered learning episodes. It also attempts to explain to teachers what the processes of values clarification and moral development are and to train teachers to recognize student verbal behaviors indicative of success in values clarification and moral development. Four stages of values clarification are defined: (1) the comprehension phase, in which the student understands the situation; (2) the relational phase, in which the student sees relationships within the situation and between the situation and the instructional unit; (3) the valuational phase, in which the student has an affective response to the situation; and (4) the reflective phase, in which the student examines his/her responses and the responses of other students. These phases are then examined in detail. The paper then tries to define exactly what constitutes moral reasoning. Finally, two stories are presented which contain moral dilemmas concerning property, law, money, theft, and other issues. Suggested questions are presented which would help the student look at the problems with a focus on understanding his/her own sense of ethics. (CD)

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SYNTHESIZING VALUES CLARIFICATION AND MORAL DEVELOPMENT PROCESS OBJECTIVES: A MODEL TO DEVELOP AND IMPLEMENT CONTENT-CENTERED LEARNING ACTIVITIES TO ACHIEVE AFFECTIVE OBJECTIVES. STAGE ONE DEVELOPMENT OF THE MODEL

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ABSTRACT

Values clarification and moral education are popular and worthwhile affective educational objectives. Teachers have been charged with achieving these objectives within subject-centered content-area instructional units. This paper describes a model which synthesizes these two areas of affective education and allows teachers to incorporate this synthesized construct within content-oriented learning activities. The model stresses the categories of verbal behavior students would employ while engaged in these activities. Procedures suggesting how teachers may plan, develop, implement, and monitor activities consistent with the model are described.

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Synthesizing Values Clarification and Moral Development Process Objectives: A Model to Develop and Implement Content-Centered Learning Activities to Achieve Affective Objectives. Stage One Development of the Model*

by

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Purpose

Two important objectives within the domain of affective education are values clarification and moral reasoning. While both are worthwhile, efforts to incorporate either objective into the curriculum have tended to produce separate instructional programs, i.e., one program stressing values clarification and a second program stressing moral reasoning or moral development. An instructional model incorporating both values clarification and moral reasoning processes has practical significance for the classroom teacher. If such a model also ties these two areas of affective processes to content-centered learing activities, then the model would be attractive to the teacher who is concerned with teaching subject-matter content as well. The purpose of this paper is to describe a model which will enable teachers to incorporate these two affective objectives within content-centered learning episodes.

Perspective

Casteel and Stahl (1973, 1975) have proposed one approach to values clarification which stresses categories and patterns of desired student verbal behaviors by which the teacher may infer that internal values clarification is occurring. In other words, unless students employ certain forms of verbal behaviors during classroom discussions, the teacher has insufficient data from which to infer that students are engaged in the process of clarifying their values. These patterns of statements provide the external evidence that the internal processes are in fact taking place.

This approach defines values clarification as a strategy which consists of four phases. The Comprehension Phase stresses student understanding of the situation or resource made available to them. The Relational Phase emphasizes the students' ability to establish relationships within the situation as well as between the situation and the focus of the on-going instructional unit. The Valuational Phase stresses student personal or affective responses to the situation and/or to the resource being studied. After the completion of three separate activities which include these three phases, students are ready to commence the fourth phase. This final phase, the Reflective Phase, stresses student examination or reflection of how he responded to the three activities taken collectively and how he responded to the reactions of other students within the group setting. During this phase, students are encouraged to consider the criteria they used in making decisions, the consequences of their decisions, and the consistency of their behaviors across the three activities. The categories of student verbal behavior congruent with these four phases of values clarification have been identified and defined elsewhere (Casteel and Stahl, 1973, 1975).

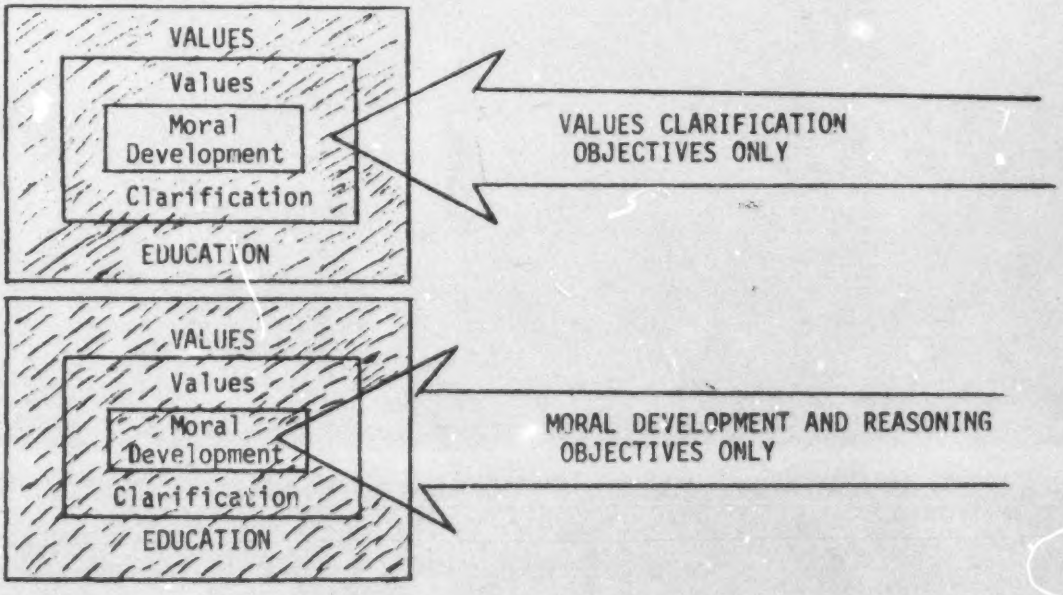
*Final rough draft

Kohlberg (various places) has suggested that moral judgments are the product of moral decision-making processes and that these processes are linked to logical reasoning processes. Thus, students who use decision-making processes which incorporate logical reasoning processes are more likely to become more 'mature' in their level of moral reasoning than students who make decisions without using logical reasoning processes. Moral reasoning then is a form of logical reasoning. This approach suggests that moral reasoning is related to conditional reasoning, critical thinking, and rational, reflective thinking processes as well. This approach suggests that moral reasoning involves the use of moral criteria and it is this specific criteria that alone distinguishes moral reasoning processes from non- or a-moral reasoning processes. Currently, writers in the field of moral education tend to follow the 'Kohlbergian' model.

The processes incorporated in the moral reasoning approach described above may take the form of externally accessible patterns of student verbal behavior which can allow the teacher to infer that internal moral reasoning processes are occurring. Hence, teachers whose objectives include providing students with opportunities to make moral decisions and improve the level of the 'moral development' would expect to hear patterns of student responses consistent with these verbal categories. Without such verbal behavior, the teacher would have no means available to determine whether or not students were engaged in moral reasoning behavior. The specific categories of student verbal behavior associated with moral reasoning and making moral judgments can be identified and defined.

The Synthesis Model

Because the development of a more 'mature' level of moral criteria and of moral reasoning skills are a more specialized form of values education and because the patterns of language congruent with moral reasoning are more specific than those employed during the process of values clarification, this model emphasizes the processes and categories of behaviors related to moral decision-making or moral reasoning. From the prespective of this model, persons engaged in clarifying their values would not neccessarily be employing moral reasoning processes or content although persons involved in moral reasoning processes could not escape being involved in clarifying their values. The nature of the relationship just described is illustrated below:



As illustrated, teachers who attain their moral reasoning objectives are assured of assisting students clarify their values as well as improve the level of their moral reasoning skills. Teachers who stress only values clarification have no guarantee that such a stress will assist their students in the realm of moral development. In addition, because moral reasoning objectives emphasize logical reasoning abilities, those teachers who follow the model and stress moral development will also be assisting students to acquire cognitive critical thinking and decision-making skills as well.

In an effort to assist teachers, teacher educators, and researchers, the model presented in this paper was developed in an attempt to synthesize the major components of the various approaches to values clarification and moral development being presented in the literature. Concurrent with this attempt was that of tying this synthesis model to cognitive components of learning experiences. Among the more important characteristics of the model are:

a) the model is a theoretical construct describing what occurs during instructional activities relative to certain aspects of affective development;
b) the model is an effort to abstract and describe internal process operations in terms of observable patterns of student verbal behavior which can be planned for, elicited, monitored, and measured;
c) the model is content-free in that it does not stress or specify the substance or content of a value or moral choice but stresses only the appropriate categories and patterns of language consistent with the reasoning processes involved in the use and development of moral reasoning;
d) the model is discipline-free by the very nature of its content-free status and its emphasis on the reasoning processes involved in decision-making;
e) the model is a process modelin the sense that it not only attempts to abstract and define patterns of language congruent with internal reasoning processes but also because it describes these internal processes in terms of observable patterns of language used during classroom interaction (such behavior is labeled as being a 'process variable' by Dunkin and Biddle, 1974);
f) the model facilitates teachers in terms of their developing classroom materials appropriate to their subject matter content and affectively-oriented instructional units; and,
g) the model allows educational researchers to monitor and assess on-going classroom instruction, i.e., verbal interaction, to determine the appropriateness of these behaviors in light of the original moral development objectives.

This last characteristic may be the most important feature of the model. Too often persons involved in the affective aspects of curriculum implementation rely on one of two methods of assessing affective change or growth in students. The most popular method is to locate and use commercially-produced values and morals related materials and activities with the assumption the materials must work or else they wouldn't be available. The second method is that of testing students following affective-oriented units to determine whether what was done 'improved' the level of

affective functioning of the students. Some have suggested that the asking of certain types of questions also enhances the probablility of getting affective change to occur in students (Raths, et.al., 1966; Casteel and Stahl, 1975). One experimental study examining the use of questions in this way has supported this possibility (Stahl, 1975, 1976).

What appears to be needed is a systematized procedure one could use in order to plan for, guide, monitor, and assess on-going classroom interaction in directions and ways consistent with affectively-oriented instructional goals without losing the cognitive thrust and content understandings teachers also value and students need. The model presented here is one approach which may be used to achieve both of these goals.

Regardless of the approach teachers use in attempting to plan for, transact, and assess values clarification or moral developmental instructional units, they are actively involved in affecting internal cognitive processes and content within their students. Being internal, the degree to which students engage in these processes and utilize this content or to which students accurately employ these processes is open to speculation. Unless teachers know the external forms or patterns of behaviors which are congruent with these internal processes, they have no way of assessing existing behaviors to determine whether their instructional units are affecting these internal processes, i.e., that such units are really assisting students to clarify their values or develop moral criteria at higher levels or engage in moral reasoning. They have no way of collecting or assessing evidence by which they can reasonably infer they are indeed affecting the internal processes of their students. Hence, teachers who posit values education objectives must have ways of knowing what patterns of student language are consistent with these particular values- and morals-oriented processes and how to plan for, guide, and monitor on-going classroom interaction in order to ensure these patterns of language will and are employed by their students. It is with these concerns that the following model is proposed.

Moral Reasoning Defined

Moral decisions or judgments are those imperative statements one makes or arrives at which indicate that a decision has been reached --a choice made. Such decisions often use such terms or phrases as "ought to," "must," "have to," "will," and "should." Such decisions imply that the deliberative phase of the decision-making process has ended, and the course of action has been decided or agreed upon. However, it is important to remember that a decision or judgment also is made whenever one selects the (a):

a) criterion that is the most important or is to be the one use as a basis for another choice;
b) consequence(s) that is to be assured or protected or is to be avoided;
c) course of action or policy that is to be followed, advocated, or pursued;
d) rank or rating that is to be assigned to a given entity, action, or behavior;
e) facts that are to be examined and accepted;
f) problem that is to be confronted, resolved, or avoided;
g) emotion that is to be encouraged or is considered appropriate; and,
h) perspective that is to be used in examining a problem or dealing with a situation where a decision is needed or appropriate.

All of these behaviors are forms of judgments. They become moral judgments only when the problem, the content considered, and/or the possible solution are related to moral issues, criteria, or substance. Moral decisions or judgments are the results of moral reasoning. Moral reasoning then is the process one employs in reaching a moral judgment.

As defined by this model, moral reasoning involves specific patterns of language students use and from which a teacher may reasonably infer that internal moral reasoning is occurring. This approach stresses the configurational patterns of verbal responses which are indicative of internal moral reasoning processes. Given this definition, this approach to moral reasoning is verbal (and most frequently oral) and enables the teacher to plan, transact, monitor, and assess moral reasoning according to the verbal performance of students. In this way, teachers who posit the development of moral reasoning skills as an instructional goal can and should design and guide student activities towards eliciting these desired verbal behaviors from their students.

Four Phases of Moral Reasoning

Moral reasoning is best defined as consisting of a four-phased strategy. In other words, if one wants to engage students in activities designed to assist students engage in moral reasoning episodes by which they can develop more 'mature' levels of moral reasoning and/or develop more 'refined' moral reasoning skills, then they should guide students through the entire moral reasoning strategy described in this model. Should one only wish to engage students in moral reasoning behaviors then only one phase of the model is appropriate, i.e., phase three, to this objecitive. Should one want to assist students engage in moral reasoning in light of understanding the situation in which students are to employ moral reasoning skills and make moral judgments, then phases one through three are required in moral dilemmas students are to respond to within the classroom. The model then allows the teacher to convert whatever his/her objective is into at least one phase of the four-part moral reasoning strategy.

The development or refinement of moral reasoning consists of four phases. These four phases are: (1) the Conceptual Phase; (2) the Relational Phase; (3) the Moral Reasoning Phase; and, (4) the Moral Reflective Phase. Each of these four phases is to be described briefly below. While these phases are presented in sequence, during actual classroom episodes, students may move among the first three phases as necessary within the context of the on-going discussion. Phase four is only possible after the first three phases have been completed.

(1) The Conceptual Phase: When moral issues or problems are being examined and decisions are being considered, there is a focus of moralization. This focus may be a personal situation or dilemma (e.g., deciding whether or not to steal, cheat, or lie); a social situation (e.g., deciding whether or not to support prison reform or the food stamp program); an environmental-related situation (e.g., deciding whether or not to continue to use aerosal spray cans despite probable damage to future generations); or, a combination of personal, social, and environmentally-related situations. At the same time, the focus of moralization may involve a legal issue (e.g., the pardoning of Richard Nixon in the name of 'justice'); a problem-solving situation (e.g., deciding whether a movie or book deserves to be censored); or, a situation where scientific knowledge may be used (or misused) in order to cope with a given problem (e.g., keeping a person alive via artificial life support systems). In yet other cases, the focus of moralization may be a deliberately contrived situation whereby a moral dilemma is created forcing students to consider simultaneously a number of possible conflicting moral-related issues, criteria, and

perspectives. If such conditions, problems, or dilemmas are to be accurately assessed, objectively examined, and considered in light of their moral perspective, then it is imperative that the focus of moralization be comprehended.

During the Conceptual Phase, students use patterns of descriptive language to denote the level of their understanding (i.e., conceptualization) of the situation, problem, or dilemma serving as the focus of moralization. They identify the exact nature of the problem or dilemma. They identify the specific moral-related issues and the moral substance involved in the problem or dilemma. They demonstrate their understanding of the situation or problem in terms of the available data. They retrieve and collect relevant data not immediately provided in the given situation. They demonstrate their conceptual understanding of related terminology (e.g., honesty, justice, right, and truth). They take time to explain relevant information. When used in combination with one another, statements such as these provide verbal evidence that the focus of moralization has been comprehended and understood by students. Statements similar to those just described provide the teacher with data suggesting students have comprehended and conceptualized the focus of their examination around which they are to engage in moral reasoning towards making moral judgments.

Five categories of student verbal statements are associated with this phase of moral reasoning. These five categories are topical, empirical, interpretive, defining, and clarifying. See Figures 1 and 2 for an expansion of these five categories of statements.

In addition, if students are to 'take' the role of another rather than merely 'playing' the role of another (i.e., "role take" as opposed to "role play"), then they must know more than some casual facts about the situation and conditions which affect this other person. They must conceptualize these influencing factors. In other words, they must come to understand and be able to adopt the perspectives and consider the situation as the other person knows, understands, and feels them. Hence, they must comprehend cognitive information by which they are able to develop an awareness of others so that they are more receptive and sensitive to the needs, feelings, and perspectives of these others. Only when these conditions are met can one 'take the role' of another. The Conceptual Phase enhances the chances of student role-taking by focusing on the cognitive and conceptual tools by which this transition can take place (or be facilitated).

(2) The Relational Phase: Being content-oriented, this approach integrates the processes of moral reasoning and moral decision-making with the subject matter being studied through the Relational Phase. This phase focuses on ways the classroom teacher may assist students to engage in moral decision-making within the context and content provided by the subject-matter being studied. In this way, students make moral judgments while simultaneously comprehending and applying the subject matter content being studied in their on-going unit of instruction. To fail to integrate moral reasoning processes and content-oriented learnings may suggest to students that there is no relationship between school-related subject matter content and the moral issues and understandings they consider and the moral judgments they make outside --and within-- the classroom environment.

During the Relational Phase, students connect the focus of moralization they have conceptualized to the concepts, ideas, and understandings they have learned or

CATEGORY OF STUDENT STATEMENT	FUNCTION OF THE PARTICULAR CATEGORY OF STATEMENT
1. Topical	identifying the focus of study identifying the moral issue or problem maintaining focus on the issue or problem being studied
2. Empirical	providing empirical information and data stating verifiable facts stating information given within the context stating what is known about a situation or problem
3. Interpretive	identifying and explaining relationships stating comparative relationships assigning meaning to relevant information or statements specifying the relevancy of different information
4. Defining	explaining the meaning of concepts or terms identifying the relevant attributes of a phenomenon clarifying what is meant by a particular term or phrase avoiding semantical confusion
5. Clarifying	restating previously stated ideas to clarify them expanding a position or statement elaborating upon previously stated ideas or statements
6. Preferential	stating a value rating or ranking of a given entity identifying a preferred or favored choice assigning a priority position to an entity specifying a like or dislike
7. Consequential	identifying known or expected effects or results anticipating consequences or possible reactions specifying probable results speculating as to what might happen in a situation stating what one expects will occur as a result
8. Criterial	identifying the grounds or basis from which a decision was made or will be made specifying the reasons or justification for a choice stipulating the conditions from which a decision is or was made identifying the normative or moral basis or criterion for a decision providing a table of specifications from which an entity is to be measured
9. Imperative	considering what alternatives are available identifying available alternative options or positions deciding what ought to, should, must, might, can, and/or will be done in a given situation stating of a final decision or judgment
10. Emotive	expressing personal feelings stating one's emotional response or condition expressing the degree of empathy with another

Figure 1: The Categories of Student Statements Described as Elements of the Moral Reasoning Model.

Categories of Student Verbal Statements Described By the Model	Conceptual Phase	Relational Phase	Moral Reasoning Phase	Moral Reflective Phase
1. Topical	X	X		
2. Empirical	X	X		X
3. Interpretive	X	X		X
4. Defining	X			
5. Clarifying	X			X
6. Preferential				X
7. Consequential			X	X
8. Criterial		X	X	X
9. Imperative			X	X
10. Emotive			X	X

Figure 2: The Categories of Student Verbal Statements Associated with the Different Phases of Moral Reasoning as Described by the Model

are learning. Students explain how the context of the problem or dilemma is related to the focus of their on-going unit of instruction. They identify and explain how components of a problem or situation are connected or related. They identify, explain, and clarify relationships existing between and within components included in the problem situation they are considering. They explain how the information presented in the problem situation is related to other information they have previously learned. They explain why data and explanations are relevant or irrelevant to the problem being studied. They identify and examine the consistency or inconsistency of relationships existing within a given problem or expressed by other participants. They justify relationships which have been identified or established. They explain the connection of moral terms (e.g., truth, justice, right, etc.) to aspects of a moral problem or dilemma. This integration of moral reasoning with subject matter content ensures greater conceptualization of the issues or problem being examined within the moral-oriented episode. In addition, it assists students in understanding the relevance (relatedness) of the moral situation being studied to content previously studied or being studied within the classroom.

One other benefit is derived through the use of the Relational Phase. Oftentimes students are overly cautious about revealing their personal moral beliefs and values. Through the use of the Relational Phase, students can begin to openly engage in moral reasoning and make moral judgments within the context of the subject matter content they are studying. While the teacher's ultimate goal is to free students to make their own moral judgments based upon their own moral criteria, the teacher may find that subject matter content related moral problem solving situations may serve as a vehicle to facilitate growth towards this freedom. For many students, content-related moral dilemmas may be the only practical way the teacher has to get students to engage in prolonged, moral reasoning activities.

(3) The Moral Reasoning Phase: When students engage in moral reasoning, they employ moral criterion in considering and selecting which consequences they desire to be attained or protected, which criterion are to be used and how such criterion are to be used, which policy will be, ought to be, or must be followed, which situtations are moral ones, and whether or not a particular course of action can, should, must, will, or ought to be carried out. Frequently, they designate behaviors or activities as being moral, immoral, just, truthful, or right. Not only do students assign moral labels to behaviors or decisions, but they often consider them in terms of degrees (e.g., more just, less just, unjust, etc.). In other words, students rate these behaviors or decisions along a continuum which allows them to compare and contrast similar or related behaviors or decisions in light of the same criterion. Hence, moral criterion may be assigned different levels of importance according to the level of moral reasoning involved in the assignment and the individual's preference for certain moral criterion in a given situation. Choices of policies and the moral criterion used to select such policies are the result of individual preferences within a particular moral situation. Consequences of decisions, of policies, of suggested courses of action are examined in relationship to their moral basis. Students may react emotively to, in, and as part of moral dilemma situations. Ideally, students empathize with individuals who are or may be affected by judgments based upon moral criteria.

During the Moral Reasoning Phase, students utilize moral criteria in making decisions or judgments. They consider possible or known consequences of a moral judgment as well as consider whether or not these consequences are themselves moral. They consider moral criteria and possible applications of such criteria. They

They consider which moral criteria are appropriate and which are to be used in in a given moral situation or dilemma. They identify and select among alternative choices that choice which is the most moral. They justify previous decisions or behaviors on moral grounds. They express their preferences for different moral criteria and for policies which are consistent with these criteria. They identify their own emotive feelings. They demonstrate their awareness of the feelings felt and the situation faced by others involved in and affected by a moral problem. They justify and explain their selection of moral criteria, moral judgments, and level of empathy within the given situation being examined. When students express statements such as those just described, the teacher has ample data to infer that students are actively engaged in moral reasoning processes. When used in combination, the teacher has evidence that students are acquiring and employing moral decision-making skills.

Four categories of student verbal behavior are primarily associated with this phase of moral reasoning. These categories are consequential, criterial, imperative, and emotive. Again see Figures 1 and 2 for more information on these categories of student responses.

To be most effective, the Moral Reasoning Phase assumes students have already engaged or are concurrently engaged in Conceptual- and Relational-Phased behaviors. Such experiences ensure students are engaged in moral reasoning and moral judgment processes in light of adequate comprehension of the moral problem or dilemma and an understanding of its relationship to the on-going unit of instruction. Each successful moral reasoning episode requires the interactive use of these three phases of moral reasoning. The completion of these three phases within one moral reasoning dilemma or activity generates data which may be used during the Moral Reflective Phase, the fourth phase, of this moral reasoning model.

(4) The Moral Reflective Phase: In order to assure that moral reasoning is not replaced by moral rationalization (i.e., using a moral criterion as the basis for a decision as contrasted with only considering moral criteria to defend or justify a decision originally based on non-moral ground), the teacher must provide students with the opportunity to contemplate and review their use of moral criteria and their moral judgments. If one of the more valued goals of moral education is to help students develop more 'mature' levels of moral criteria and to assist students employ these criteria in consistent ways, then students must take part in the cognitive consideration of the criteria they do employ and how they use such criteria. Unless provisions are made to guarantee students reflect upon the consistency of their use of moral criteria or of their moral judgments, it is highly unlikely moral consistency will develop on its own. For those who value the 'stage plus one' approach to developing moral reasoning, this phase provides the basis by which students can contemplate their use of stage and stage plus one levels of moral reasoning in determining the adequacy of each within several similar moral situations.

The Moral Reflective Phase is designed to enable students to examine the consistency of how they used moral criteria and how they made moral judgments. Because they now have personal data upon which they can reflect, they are now able to study the usefulness and adequacy of their own moral criteria and their existing moral reasoning skills. The data used during this phase is taken from previous activities incorporating phases one through three which the students have already completed.

Once students have completed at least three moral dilemmas containing the first three phases and all being related to the same instructional focus, they are ready to begin the Moral Reflective Phase of moral reasoning. During this phase, students study how they:

a) determined whether or not a problem or dilemma was a moral one;
b) determined which moral criterion was appropriate within each moral situation;
c) determined which moral criterion was to be used in confronting a moral problem or in resolving a problem situation;
d) considered available alternative choices and possible consequences of these choices in light of identified moral criteria;
e) reasoned through the use of criteria, alternatives, and consequences in arriving at their moral judgments;
f) justified their decisions and judgments on various moral grounds;
g) empathized with other individuals described within the context of the various moral dilemmas;
h) collected and assessed data relevant to the moral dilemmas or their ultimate moral judgment; and,
i) employed and maintained consistent use of moral criteria over the series of related moral dilemmas.

Such active reflection enables students to examine their moral criteria and their moral reasoning from the perspective of their own personal data. If warranted, students may modify or adjust their level of moral criteria or the moral judgments they had previously made. Instructional activities deliberately designed to assist students achieve successful completion of the Moral Reflective Phase is appropriately labeled a "moral reasoning strategy."

Eight categories of student verbal behavior are consistent with this phase of the moral reasoning model. These eight categories are: empirical, interpretive, clarifying , preferential, consequential, criterial, imperative, and emotive. Again see Figures 1 and 2.

In Summary: The moral reasoning model consists of four distinct yet interrelated phases. These are referred to as the Conceptual, Relational, Moral Reasoning, and Moral Reflective Phases. Phases 1 through 3 can be abstracted and defined in terms of specific categories of student verbal behaviors that can be used configurationally by students to evolve understanding of the moral criteria they use and to develop moral decision-making skills. The fourth phase focuses on active deliberation of how students understood and used moral criteria and how they reasoned towards arriving at moral judgments.

The Moral Dilemma

(1) Moral Dilemma Defined

One way of securing moral reasoning behaviors from students is to locate and/or to develop and assign moral dilemmas. Moral dilemmas are carefully planned and written learning episodes deliberately designed to elicit moral reasoning patterns of verbal responses from students. Each moral dilemma is planned and used in conjunction with on-going units of instruction. By planning and using moral

dilemmas in conjunction with content-related instructional units, the teacher avoids the danger that students will perceive moral criteria and moral decision-making as forms of activity separate from and not related to the cognitive tasks in which they are currently engaged or to the substantive environment outside the immediate classroom setting. Such moral dilemmas also allow the teacher to continue to carry out subject matter instruction rather than interrupting content-oriented classroom activities for isolated, non-related moral development exercises.

Moral dilemmas based upon the model may be written in several different formats. Each format stresses different decision-making and moral reasoning procedures the teacher may use in order to engage students in developing moral reasoning skills. Materials consistent with two of these formats, the Standard Format and the Classical Format, are attached.

(2) Elements of the Moral Dilemma

Every moral dilemma contains at least three elements. First, there is the social and moral context. This element presents the focus of moralization by providing or establishing the context toward which students are to respond. This context may simply describe a situation or problem related to a moral issue or a moral condition that has occurred or may occur. This context may describe a contrived situation and may place students in roles and in a situation in which they are to respond. (See Figure 3)

Secondly, there is the moral dilemma itself. This element is that specific section of the social and moral context which actually presents the individual described in the context or the students with a problem that requires a choice between two or more moral criteria or positions in order to resolve the problem. The dilemma is that aspect of the total context or situation where two or more moral criteria or positions conflict and when the student is aware of this conflict. Until the student is aware of the conflict, i.e., the student conceptualizes the conflict and the nature of the moral dilemma contained within the given situation, a moral dilemma has only been described but has not been achieved. An awareness of this conflict is only the first phase of this element of the moral dilemma. The second phase is the requirement that the student (as an individual or as an individual in the social and moral context being examined) make a decision based upon a personal choice between the different moral criteria or positions which have been identified. Thus, students either study or are confronted by a situation which demands that they make a judgment based upon some moral grounds. Their decisions are either for themselves or for some individual whose role they have taken.

Thirdly, there is a set of follow-up questions in the form of discussion starters. These discussion starters provide the teacher with the types of questions which can be used to guide students towards adequate understanding of the focus of moralization (the moral inquiry activity), towards relating the context being studied to the content of the unit currently being taught, towards an understanding of the moral issues involved in the context and to the moral criteria and positions presented in response to the context, and towards the ways moral judgments were made and justified. Although prepared in advance, these questions are not to be rigidly adhered to or followed in the sequence listed. In order to be effective, the teacher should employ questions similar to those provided in the sample materials when appropriate within the context of the discussion.

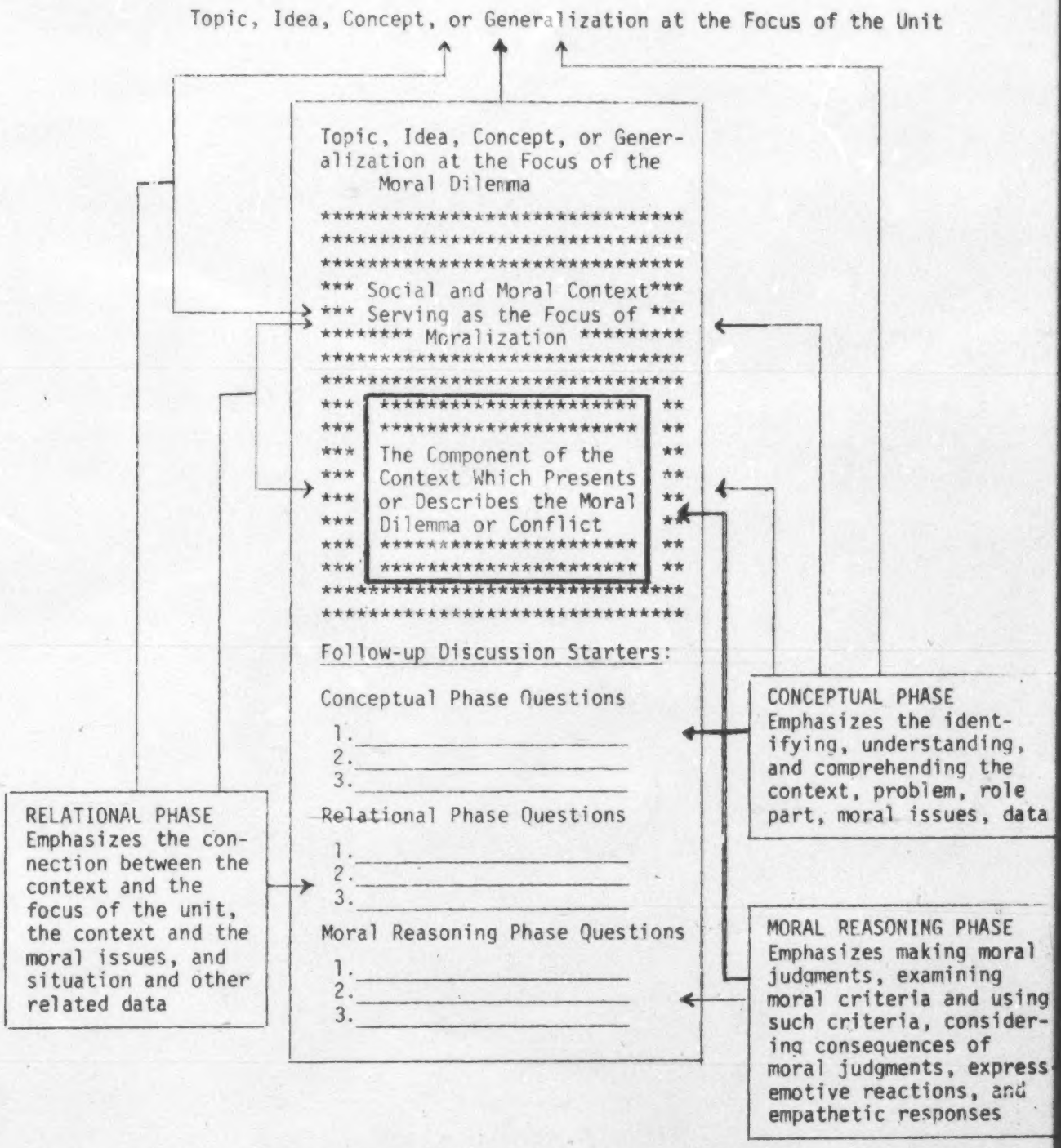

Topic, Idea, Concept, or Generalization at the Focus of the Unit
Topic, Idea, Concept, or Generalization at the Focus of the Moral Dilemma
*** Social and Moral Context***
*** Serving as the Focus of ***
******** Moralization *********
The Component of the Context Which Presents or Describes the Moral Dilemma or Conflict
Follow-up Discussion Starters:
Conceptual Phase Questions
1.
2.
3.
Relational Phase Questions
1.
2.
3.
Moral Reasoning Phase Questions
1.
2.
3.
RELATIONAL PHASE
Emphasizes the connection between the context and the focus of the unit, the context and the moral issues, and situation and other related data
CONCEPTUAL PHASE
Emphasizes the identifying, understanding, and comprehending the context, problem, role part, moral issues, data
MORAL REASONING PHASE
Emphasizes making moral judgments, examining moral criteria and using such criteria, considering consequences of moral judgments, expressing emotive reactions, and empathetic responses

Figure 3:

A Schematic Illustration of a Moral Dilemma Containing the First Three Phases of Moral Reasoning as Described by the Model.

Review

Values clarification and moral development are the major thrusts of contemporary American education relative to the affective domain. Both of these instructional objectives may be defined in terms of verbal patterns of language employed by students while they are engaged in behaviors consistent with these processes. Values clarification and moral reasoning activities can be written for use within content-centered classroom units. Value sheets and moral dilemmas can be written in several different formats in order to secure these desired verbal patterns from students (Casteel and Stahl, 1975). Moral dilemmas are useful in that they engage students in the processes of clarifying their values while simultaneously involved in moral reasoning and moral development processes. Hence, the model provides one approach for synthesizing these two elements of affective process objectives to on-going subject matter learning experiences.

Available Instrumentation

The Social Science Observation Record(SSOR) (Casteel and Stahl, 1973) provides the teacher, teacher educator, and educational researcher with a valid, objective, interval observation instrument to monitor and record student verbal behaviors consistent with the model. Reliability studies have produced results suggesting that coders can be trained with less than fifteen hours of training. Thus, the instrumentation to measure the student statements cited by the model is available. The SSOR also describes teacher behaviors which operate to control the direction of classroom interaction during discussions.

Educational Importance of the Model

Potential values of the model in the area of educational research and curriculum design and implementation are:

a) teachers need not abandon content-oriented learning objectives in order to pursue affective instructional objectives;

b) teachers may simultaneously engage students in values clarification and moral reasoning (development) process activities;

c) teachers may plan, develop, and implement these activities to fit their own unique instructional settings and student populations;

d) teachers may incorporate the model within a wide variety of disciplines;

e) teachers at all grade levels can utilize the model;

f) teachers need not continue to purchase expensive commercially-produced materials for separate values clarification and moral development objectives; and,

g) researchers have available an objective and behaviorally-oriented criteria upon which they can observe and measure values and moral process change and development in students during the time the processes are actually being used.

Finally, the model presents one approach for turning affective instructional objectives into effective learning experiences.

STANDARD FORMAT OF THE MORAL DILEMMA

"The Druggist"

Teacher Preparation

1. Decide what background information relevant to scientific investigation and the rights of scientists relative to their own discoveries students will need in order to respond to the following situation.
2. Help students to develop definitions for the terms "justice," "property," etc. (whichever concepts are relevant to the particular social and moral context being studied).
3. Prepare a list of follow-up discussion starters.

Social and Moral Context

In the town of Tilden, a druggist had spent years trying to develop a cure for a certain kind of cancer. During the day, he spent hours operating his community-oriented drugstore. While never making a lot of money, the profits from the store allowed him to take care of his normal living expenses and provided enough to support his research efforts. He spent his nights and most weekends searching for the miracle cure - the drug which would cure people from one specific type of cancer.

After several years of experimenting and testing, the druggist developed the drug. He was able to secure animals from the local animal shelter in order to field test his drug. All the animals survived. Doctors at the local hospital allowed him to test his drug on those human patients who volunteered to take the drug. No negative results were obtained. After more than ten years of research, the druggist had at last discovered the drug he had long sought.

It cost the druggist $300 to produce enough of the drug for one patient. However, he said he would sell the same dosage for $3000.

Doctors at the local hospital urged him to give away the drug - to give away his secret to the entire world. But the druggist said, " No! I discovered the drug and I'm going to make money from it! I've spent years developing the drug and I'm not going to sell those years cheaply."

As people began to hear of the drug and its success, the druggist had requests from all over the world for the drug. People were paying the $3000.

One day a man walked into his drugstore. He said his wife was dying in the local hospital of the type of cancer his drug could cure. He could not raise the $3000 the druggist demanded for the drug.

The druggist informed the man that he knew the selling price. Unless he had the full $3000, then he would not receive any of the drug. The man left deeply disappointed and desperate. His wife did not have much time to live.

Follow-up Discussion Starters

1. According to the story, how long did it take the druggist to invent his miracle drug?
2. How did the druggist get the money to finance his research efforts?
3. How much of a profit did the druggist make off each dose of drug he sold?
4. In considering your answer to the above question, how did you define the term 'profit?'
5. Did the druggist invent or discover his miracle cure?
6. In what way might the druggist consider his drug his 'property?'
7. Suppose you were the druggist and had spent ten years of your life trying to develop the drug. If the druggist in the story had been you, would you have sold the drug for less than the $3000?
8. At what price would the druggist be justified in selling his drug?
9. How is this story related to the rights of scientists relative to their own discoveries?
10. In what ways would the druggist be justified in selling his drug at such a high price?
11. Suppose the man who could not pay for the drug decided to break into the drugstore to steal the drug. What reasons could you give to justify his actions?
12. In the situation presented in the story where the man asked the druggist for a reduced price for his drug. What should the druggist have done in response to the man's request?
13. If you were the man in the story, what would have been your response to the druggist's refusal to sell you the drug?
14. What would have been the most 'just' way helping the man obtain the amount of the drug he needed?
15. If you were the man's wife, what would be your feelings towards scientists who make discoveries and refuse to share them with the rest of mankind?
16. Suppose you were the druggist's wife. How would you feel if he gave his secret to the whole world and didn't profit off his discovery?

CLASSICAL FORMAT OF THE MORAL DILEMMA

"Mr. Moore"

Teacher Preparation

1. Decide whether students will study and make decisions regarding the various moral criteria before or after their selection of choice as to what Mr. Moore should do in the situation described below.
2. Decide what background information is needed by students in order to assist their understanding of the story.
3. Help students to develop definitions for the terms "justice," "law," "life," "property," etc. (whichever concepts are relevant to the unit of instruction.

Social and Moral Context

Marion Moore was near death from a special kind of cancer. The doctors at Tilden General Hospital knew of only one drug which could possibly save her life. They informed her husband that the drug had only recently been discovered and fortunately, the druggist who had discovered the miracle drug lived in Tilden. The doctors also informed him that the drug was expensive to make and the druggist frequently overcharged customers who purchased the drug. According to hospital officials, the druggist charged $3000 for a small dose of a drug which cost only $300 to make.

Mr. Moore could not afford the $3000. He went to everyone he knew to try to borrow the money. Unfortunately, he could only get together about $1500. This was only half of what he needed. He informs the druggist that his wife was dying and asked him to sell the drug cheaper or to let him pay for it later at a higher rate.

But the druggist said, "No! I discovered the drug and I'm going to make money from it! I've spent years developing the drug and I'm not going to sell those years cheaply."

Mr. Moore got desperate. He began to think about breaking into the druggist's store and steal the drug for his wife.

What should Mr. Moore do?

___ Steal the drug

___ Not steal the drug

___ Undecided about what he should do

The reason why Mr. Moore should do what I stated is _____

_____

_____

CRITERIA FOR DECISION-MAKING

Directions (If given before social and moral context):

Below are listed twelve (12) statements. They are important since they are points of view you may hold about persons making decisions regarding whether or not they should break the law. You are to examine these statements before deciding:

How you would want people to decide what to do in such a situation.

Place a check mark (√) to the left of the three (3) statements that most accurately reflect the position you hold concerning people and their right to break the law and their relationship to obeying the law. Place an "O" to the left of the three (3) statements that you believe are the weakest reasons someone could give in a situation where obeying or breaking the law were the issue.

Directions (If given following the decision in the social and moral context):

Below are listed twelve (12) statements. They are important since they are points of view you may have held or considered in making a decision as to what Mr. Moore should have done in the situation.

How would you want people to decide what to do in such a situation?

Place a check mark (√) to the left of the three (3) statements that most accurately reflect those you considered and used in justifying (or defending) your choice as to what Mr. Moore should have done in the situation just described. Place an "O" to the left of the three (3) statements that you believe are the weakest reasons for justifying (or defending) your choice of action for Mr. Moore in the situation.

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__ a) a person must obey the laws of the community or else there is no need of laws.

__ b) a person who really cares for another person may steal in order to save the life of the other person.

__ c) a person who willingly disobeys the law must be willing to accept the consequences when caught.

__ d) a person who steals for someone else is better than a person who steals for himself.

__ e) a person has the right to his own property and to protect his own property.

__ f) a person must preserve the life of the living at all costs even if it brings harm to his own person.

__ g) a person has the right to use the law to protect his own interests and property.

__ h) a person has no right to use the law to protect his property when the matter of saving a life is concerned.

__ i) a person who is greedy and cruel deserves to be robbed.

__ j) a person who violates the law to save the life of another is bringing good into the total community.

__ k) a person who takes the law into his own hands deserves to be punished to the full extent of the law regardless of his intentions.

__ l) a person who decides for himself whether a particular act is good or bad must be taught to do what society says is the best thing to do.

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Follow-up Discussion Starters

1. According to the context, if Mrs. Moore doesn't receive the drug, what will happen to her?
2. Why did the druggist refuse to let Mr. Moore buy the drug at a cheaper price?
3. How much more money did Mr. Moore need in order to purchase the drug?
4. What is the major problem faced by Mr. Moore immediately before he makes his decision about breaking into the store?
5. How is the situation presented in the story related to the concept of justice (or fairness, or life, or sanctity of property, etc.) that we have been studying?
6. Regardless of what Mr. Moore does in this situation, how would justice 'be served' by his decision?
7. In what ways might the druggist be justified in selling his drug at such a high price?
8. If you were the druggist, at what price would you have sold the drug?
9. What courses of action could Mr. Moore take in order to acquire the drug?
10. What gave Mr. Moore the right to break the law in order to get the drug his wife needed?
11. Suppose you were Mr. Moore and you decided to obey the law. Suppose further your wife died because she failed to get the drug needed to save her life. If that occurred, how would you feel about your decision to remain a 'law abiding' citizen?
12. Suppose Mr. Moore got caught while he was trying to steal the drug. What would be the best reason he could give to justify his actions?
13. If you were the druggist and you discovered Mr. Moore had stolen the drug from your store, what would be your reactions to his theft?
14. Hospitals and doctors are engaged in the task of saving lives. On what grounds would the hospital be justified in not providing Mr. Moore the funds to purchase the drug he needed for his wife?
15. Suppose the drug did not save Mrs. Moore's life. On what grounds would you continue to support Mr. Moore's illegal action?
16. If the saving of a life is more important than obeying the law, then why do we support laws which require the taking of a life (e.g., capital punishment, abortion, wartime draft, 'living will,')?

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*These materials are available free of charge by writing Dr. J.B. Hodges, Director of the Laboratory School. Mention where you heard about these materials. Zip code is 32611.

**These materials cost $1.30 which includes postage. Zip is 32611.

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[1]Due to lack of funds, the complete bibliography is not included in this section. See Stahl, 1975 for the complete references.